

MORAVIAN COLLEGE  
Bethlehem, Pennsylvania

**Education 260Z: Reflective Teaching**  
Fall 2008

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“Teachers need to be one part detective. We sift the clues children leave, follow the leads, and diligently uncover the facts in order to fill out and make credible the story of their growth and development. We need to be one part researcher: collecting data, analyzing information, testing hypotheses. Teachers need to be one part world-class puzzle master, painstakingly fitting together the tiny pieces of some mammoth, intricate jigsaw of childhood”

- William Ayers, *To Teach: The Journey of a Teacher* (1993), p. 33.

“Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.”

- Paulo Freire, *Pedagogy of the Oppressed* (1970/2003), p. 53.

“The zone of proximal development ... is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.”

- Lev Vygotsky, *Mind in Society* (1935/1978), p. 86.

### Essential Questions

1. What is learning? What is teaching?
2. What are the most effective methods for teaching and learning in our nation’s secondary schools? How do we know?

### Objectives

1. To develop teaching approaches and teacher behaviors which promote student engagement and student achievement in diverse learners.
2. To articulate, defend, and enact a personal philosophy of education.
3. To design, implement, and reflect upon effective standards-based instruction that leads to demonstrable student engagement and achievement.
4. To teach and learn in an environment where knowing is negotiated, distributed, situated, constructed, developmental, and affective.

### Required Texts

Hinchman, Kathleen and Heather Sheridan-Thomas, eds. *Best Practices in Adolescent Literacy Instruction*. New York: Guilford Press, 2008.

Scherer, Marge, ed. *Educational Leadership*. Alexandria: VA: Association for Supervision & Curriculum Development. [Available electronically and in print from Reeves Library.]

Smith, Frank. *The Book of Learning and Forgetting*. New York: Teachers College, 1998.

Weinstein, Carol S. *Middle and Secondary Classroom Management: Lessons from Research and Practice*. 3<sup>rd</sup> ed. New York: McGraw Hill, 2007.

### **Suggested Resources**

- Allen, Janet. *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12*. Portland, ME: Stenhouse, 2000.
- . *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, ME: Stenhouse, 1999.
- Cazden, Courtney. *Classroom Discourse: The Language of Teaching and Learning*. 2<sup>nd</sup> ed. Portsmouth, NH: Heinemann, 2001.
- Delpit, Lisa. & Joanne Kilgour Dowdy, eds. *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*. New York: The New Press, 2002.
- Finn, Patrick. *Literacy with an Attitude: Educating Working-Class Children in their Own Self-Interest*. Albany: State University of New York Press, 1999.
- Hendricks, Cher. *Improving Schools through Action Research: A Comprehensive Guide for Educators*. Boston: Pearson Education, 2006.
- Kauchak, Donald P. and Paul D Eggen. *Learning and Teaching: Research-Based Methods, Fifth Edition*. Boston: Allyn and Bacon, 2006.
- Larson, Bruce E. and Timothy A. Keiper. *Instructional Strategies for Middle and High School*. New York: Routledge, 2007.
- Sebranek, Patrick, et al. *Writers Inc: A Student Handbook for Writing and Learning*. Wilmington, Massachusetts: Houghton Mifflin, 2001.
- Silver, Harvey F., et al. *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000.
- Vacca, Richard T. and Jo Anne L. Vacca. *Content Area Reading: Literacy and Learning Across the Curriculum*. 8<sup>th</sup> ed. Boston: Allyn & Bacon, 2004.
- Wong, Harry K. and Rosemary T. Wong. *The First Days Of School: How To Be An Effective Teacher*. Mountain View, CA: Harry K. Wong Publications, 2004.
- Wormelli, Rick. *Meet Me in the Middle: Becoming an Accomplished Middle-Level Teacher*. Portland, ME: Stenhouse, 2001.

### **Key Web Links**

American Council on the Teaching of Foreign Languages  
<http://www.actfl.org>

Annenberg Media Teacher Resources  
<http://www.learner.org/>

Association for Supervision and Curriculum Development (ASCD)  
<http://www.ascd.org/portal/site/ascd/index.jsp/>

Moravian College Reeves Library Web Sites for Education  
<http://home.moravian.edu/public/reeves/books/web/edu.htm>

National Council for the Social Studies  
<http://www.ncss.org/>

National Council of Teachers of English  
<http://www.ncte.org/>

National Council of Teachers of Mathematics  
<http://www.nctm.org/>

National Science Teachers Association  
<http://www.nsta.org/>

Pennsylvania Department of Education  
[http://www.pde.state.pa.us/pde\\_internet/site/default.asp](http://www.pde.state.pa.us/pde_internet/site/default.asp)

Pennsylvania Power Library  
<http://www.statelibrary.state.pa.us/libraries/cwp/view.asp?a=11&q=37628>

ReadingQuest  
<http://www.readingquest.org/intro.html>

United Streaming from Discovery Education  
<http://www5.unitedstreaming.com/index.cfm>

### Assignments and Grading

Assignments are due as indicated below. Please note that unless a mutually agreeable revised due date is negotiated with the instructor, any late assignment will lose five percentage points for each calendar day it is late, and any assignment not submitted within two weeks of the due date will receive a "0." It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course. Day students who wish to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first MUST meet with either Mr. Joseph Kempfer in the Office of Learning Services or Dr. Ronald Kline in the Counseling Center. Comenius Center students who believe that they may need accommodations in this class are encouraged to contact the Dean of the Comenius Center as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

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| <b>1. Learning Log</b>   | <b>15%</b> |
| <ul style="list-style-type: none"><li>• Log #1: Graphic Organizer on Behaviorism vs. Constructivism due 9/2</li><li>• Log #2: Teacher Interview: Planning the Course, Unit, and Lesson due 9/9</li><li>• Log #3: Direct Instruction Teaching Tips List &amp; Lesson Plan Draft due 9/16</li><li>• Log #4: Clustering: Traditional &amp; Authentic Assessment in my Content Area due 9/23</li><li>• Log #5: List of Rules and Routines due 9/30</li><li>• Log #6: Constructivist Learning Theory Graphic Organizer due 10/21</li><li>• Log #7: Lesson Plan Draft due 10/28</li><li>• Log #8: Representing to Learn in My Content Area due 11/4</li><li>• Log #9: Questioning Tips due 11/11</li><li>• Log #10: Learning Log Self Evaluation due 11/16</li></ul> |            |
| <b>2. Microteaching I: Direct Instruction (Lecture/Discussion) Lesson</b>  | <b>15%</b> |
| <ul style="list-style-type: none"><li>• Lesson Plan Draft due 9/18; Plans Implemented 9/23 (Group A) &amp; 9/30 (Group B)</li><li>• Analysis I due one week after implementation</li></ul>   |            |
| <b>3. Microteaching II: Guided Discovery Lesson</b>  | <b>15%</b> |
| <ul style="list-style-type: none"><li>• Lesson Plan Draft due 10/28; Plans Implemented 11/4 (Group B) &amp; 11/11 (Group A)</li><li>• Analysis II due one week after implementation</li></ul>  |            |
| <b>4. Microteaching III: Discussion</b>  | <b>15%</b> |
| <ul style="list-style-type: none"><li>• Lesson Plan drafted in class on 11/18</li><li>• Analysis III due 12/2</li></ul>  |            |
| <b>5. Mid-Term Exam: Principal Letter</b> due 10/16  | <b>20%</b> |
| <b>6. Final Exam: Philosophy of Education Statement</b> due 12/11  | <b>20%</b> |

### Attendance

Due to the nature and structure of the course, attendance at each meeting is crucial. If you must miss a session, please call me to explain. When an absence is unavoidable, a written response to the assigned readings must be submitted on or before the next regularly scheduled session. The written response will be evaluated as part of the learning log. More than two absences may result in a failing grade for the course.

### **Academic Honesty**

You are encouraged, and in some instances, required to use conventional and on-line secondary source materials, but all work that you submit must be your own. Be certain to cite the sources that you used, and take care to avoid plagiarism, which the *Moravian College Student Handbook* defines as “the use, deliberate or not, of any outside source without proper acknowledgement” (52). Consult *Writers Inc.*, *The MLA Handbook for Writers of Research Papers*, and the student handbook for more information on this topic. Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.

### **Course Schedule**

Please note that while every effort will be made to follow the schedule indicated below, the syllabus is subject to change as the instructor deems necessary to help students meet the objectives of the course.

#### **Tues., Aug. 26: Building a Collaborative Learning Community**

In-Class: Autobiographical Inquiry  
Anticipation Guide  
Horatio Alger Association *State of Our Nation's Youth* 2008 Report

#### **Tues., Sept. 2: Learning and Forgetting**

Due: Smith, Frank. *The Book of Learning and Forgetting*. New York: Teachers College, 1998.  
Weinstein, Chapter 1: “Characteristics and Contradictions of the Middle and High School Classroom”  
Wise, Bob. “High Schools at the Tipping Point.” *Educational Leadership*. May 2008.  
Log #1: Graphic Organizer on Behaviorism vs. Constructivism

In-Class: Discussion of Readings  
Literature Circles

Key Terms: behaviorism (ala “official theory), constructivism (ala classic view), learning curve, forgetting curve, zone of proximal development, characteristics of the classroom environment, classroom management, “withitness” (Kounin)

#### **Tues., Sept. 9: Planning Instruction**

Due: Wiggins, Grant and Jay McTighe. “Put Understanding First.” *Educational Leadership*. May 2008.  
Volger, Kenneth E. “Asking Good Questions.” *Educational Leadership*. Summer 2008.  
Weinstein, Chapter 2: “Designing the Physical Environment  
Log #2: Teacher Interview: Planning the Course, Unit, and Lesson

In-Class: Discussion of Readings  
Lesson Planning Workshop

Key Terms: direct instruction, facilitation, coaching, instructional sequence, hook problem, essential question, application task, whole-class discussion, small group application, final performance task, Bloom’s taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation), convergent thinking, divergent thinking, task instrumentality

#### **Tues., Sept. 16: Implementing a Direct Instruction Model**

Due: Costa, Arthur L. “The Thought-Filled Curriculum.” *Educational Leadership*.

February 2008.

Weinstein, Chapter 6: "Making the Most of Classroom Time"  
Larson & Keiper, Chapter 5: "Lecture & Direct Instruction"  
Log #3: Direct Instruction Teaching Tips & Lesson Plan Draft

In-Class: Discussion of Readings

Lesson Planning Workshop

Key Terms: metacognition, reflection, time (mandated, available, instructional, engaged, academic learning), activity flow, transition, accountability, block scheduling, lecture, lecture/discussion cycle, direct instruction, objectives, hook, check of student understanding, exit cards, think/pair/share,

**Tues., Sept. 23: Assessing and Evaluating Student Learning**

Due: McTighe, Jay and Ken O'Connor. "Seven Practices for Effective Learning." *Educational Leadership*. November 2005.

Stiggins, Rick. Assessment Through the Student's Eyes. *Educational Leadership*. May 2007.

Weinstein, Chapter 4: "Establishing Norms for Behavior"

Log #4: Assessment Principles to Guide My Teaching

In-Class: Discussion of Readings

Microteaching I: Group A

Key Terms: assessment for learning, diagnostic assessment, differentiated instruction, formative assessment, summative assessment, authentic assessment, criteria for evaluation, models, self assessment, goal setting, classroom rules and routines

**Tues., Sept. 30: Differentiating Instruction in Diverse, Caring Classrooms**

Due: Weinstein, Chapter 3: "Setting the Tone: Creating Safer, More Caring Classrooms"

Harry, Beth and Janette Klinger. "Discarding the Deficit Model." *Educational Leadership*. February. 2007.

Carolan, Jennifer and Abigail Guinn. "Differentiation: Lessons from Master Teachers" *Educational Leadership*. February. 2007.

Log #5: My Own Top Ten List for Successful Instruction in Diverse Classrooms

In-Class: Discussion of Readings

Microteaching I: Group B

Key Terms: relationships of care, deficit model, disability labels, variation vs. pathology, personalized scaffolding,

**Tues., Oct. 7: NO CLASS: Fall Break**

**Tues., Oct. 14 Motivating Learners and Involving Families**

Due: Mid-Term Exam: Principal Interview

Weinstein, Chapter 5, "Working with Families"

Weinstein, Chapter 7, "Enhancing Students' Motivation"

San Antonio, Donna Marie. "Understanding Students' Strengths and Struggles." *Educational Leadership*. April 2008.

In-Class: Classroom Management Case Studies

Key Terms: inequities, home-based values, class lines, community dialogue, family-teacher cooperation, expectancy-times-value framework, expectations of success

**Tues., Oct. 21: Helping Learners to Construct New Understandings**

Due: Perkins, David. "The Many Faces of Constructivism." *Educational Leadership*. November 1999.

Kauchak & Eggen, Chapter 7: "Constructivist Approaches to Instruction"

Xu, Shelley Hong. "Rethinking Literacy Learning & Teaching: Intersections of Adolescents' In-School And Out-of-School Literacy Practices" (*Best Practices* Chapter 3)

Log #6: Constructivist Learning Theory Graphic Organizer

In-Class: Discussion of Readings

Lesson Planning Workshop

Key Terms: constructivist learning theory, ritual knowledge, conceptually difficult knowledge, social

interaction, multiple representations of content, new literacy studies, negotiation, discourse community,

**Tues., Oct. 28: Promoting Meaningful Social Interaction**

Due: Weinstein, Chapter 9: "Managing Groupwork"  
Rubinstein-Avila, Eliane and Janelle Johnson. "Meaningful Context for Middle School Students for Whom English is an Additional Language" (*Best Practices* Chapter 2)  
Log #7: Lesson Plan Draft  
Guided Discovery Lesson Plan Draft  
In-Class: Discussion of Readings  
Lesson Planning Workshop  
Key Terms: task interdependence, jigsaw, ELL vs. EAL, sheltered instruction, SIOP model, writing to learn, manipulatives, graphic organizers, comprehensible input, learning logs, pedagogical content knowledge

**Tues., Nov. 4: Representing/Writing to Learn**

Due: Daniels, Harvey and Bizar, Marilyn. "Representing to Learn." *Methods That Matter: Six Structures for Best Practice Classrooms*. York, ME: Stenhouse, 1998.  
Elbow Peter. "Writing first! Putting Writing Before Reading is an Effective Approach to Teaching and Learning." *Educational Leadership*. October 2004.  
Log #8: Representing/Writing to Learn in My Content Area  
In-Class: Discussion of Readings  
Microteaching II: Group B  
Key Terms: warm-up, free writing, list storming, K-W-L, graphic writes, dialogue journals, admit slips, Stop-n-write, predictions, double entries, class minutes

**Tues., Nov. 11: Asking the Right Questions**

Due: Weinstein, Chapter 10: "Managing Recitations and Discussions"  
Shanahan, Cynthia. "Reading and Writing Across Multiple Texts" (*Best Practices* Chapter 8)  
Log #9: Questioning Tips  
In-Class: Discussion of Readings  
Microteaching II: Group A  
Key Terms: recitation, I-R-E discourse pattern, discussion, I-R-R-R discourse pattern, teacher vs. student-led discussion

**Tues., Nov. 18: Teaching Reading and Writing in the Content Areas**

Due: Log #10: Learning Log Self Evaluation  
Allington, Richard L. "You Can't Learn Much from Books You Can't Read." *Educational Leadership*. November 2002.  
McConachie, Stephanie, et al. "Task, Text, and Talk: Literacy for All Subjects." *Educational Leadership*. October 2006.  
Bromley, Karen. "Actively Engaging Middle School Students with Words" (*Best Practices* Chapter 6)  
In-Class: Discussion of Readings  
Lesson Planning Workshop  
Key Terms: reading level, mismatched textbooks, multiple levels of instructional resources, student choice, individualized instruction, learning as apprenticeship, teaching as mentorship, disciplinary literacy, vocabulary acquisition, community of learners

**Tues., Nov. 25: Supporting Struggling Learners**

Due: Sheridan-Tomas, Heather. "Assisting Struggling Readers with Textbook Comprehension" (*Best Practices* Chapter 10)  
Self-Assigned Readings for Discussion from *Best Practices* Section III  
In-Class: Microteaching III  
Key Terms: at-risk learners, modeling, text structure, purpose setting, embedded comprehension instruction, Explicit strategy instruction, teacher guided comprehension, gradual release of responsibility

**Tues., Dec. 2: Teaching and Learning with Student-Centered Technology**

Due: Wilber, Dana. "iLife: Understanding and Connecting to the Digital Literacies of Adolescents" (*Best Practices* Chapter 4)

In-Class: Technology Workshop

Key Terms: digital literacy, social networking, wikis, multimodal text, graphic novels, blogging, pod-casting

**Tues., Dec. 9: Learning and Remembering**

Due: Tomlinson, Carol Ann and Amy Germundson. *Teaching as Jazz. Educational Leadership*. May 2007.

In-Class: Discussion of Reading  
Anticipation Guide Re-examination  
Final Examination Preparation  
Course Evaluation

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**Education 260: Reflective Teaching**  
**Learning Log**  
**Assignment Sheet Fall 2008**

**Assignment:** As a secondary content area teacher, you will undoubtedly make reading and writing assignments to help your students develop a stronger understanding of key concepts in your discipline. A learning log may help your students make meaning of challenging reading assignments by writing to learn in a variety of ways. In *Reflective Teaching* this semester, you will maintain a learning log of your own designed to serve at least two functions. First, you'll explore for yourself content-based literacy strategies that you may want to incorporate into your own lesson plans. Second, you'll begin to learn important new concepts about teaching and learning through your use of these strategies. Log entries should be maintained in a separate section of your Ed. 260 notebook and will serve as a valuable resource in the development of your lesson plans, reflective critiques, mid-term exam, and philosophy of education statement. Learning log entries are due as follows:

- Log #1: Graphic Organizer on The Classic View vs. The Official Theory due 9/4
- Log #2: Teacher Interview: Planning the Course, Unit, and Lesson due 9/11
- Log #3: Direct Instruction Teaching Tips & Lesson Plan Draft due 9/17
- Log #4: Assessment Principles to Guide My Teaching due 9/25
- Log #5: My Own Top Ten List for Successful Instruction in Diverse Classrooms due 10/2
- Log #6: Constructivism Graphic Organizer due 10/23
- Log #7: Guided Discovery Lesson Plan Draft due 10/30
- Log #8: Representing/Writing to Learn in My Content Area due 11/6
- Log #9: Questioning Tips due 11/13
- Log #10: Learning Log Self Evaluation due 11/20

**Suggested Response Format:** Maintain a learning log with entries added chronologically. While graphic organizers will be provided to guide some learning log entries, feel free to modify the graphic organizer using software such as Inspiration or Kidspiration. Consider word processing narrative-based entries so that you may re-organize, cut, paste, and revise log entries as part of larger assignments. While every attempt should be made to respond with attention to fluency, clarity, and correctness, the learning log should be a venue in which you may play with ideas and think deeply about how your teaching in the years ahead will foster content-area literacy, authentic student inquiry, student engagement, and student achievement.

**Criteria for Evaluation:** Please note that while this assignment is worth 15% of the final course grade, the entries you compose are designed to help you draft other major assignments as indicated on the syllabus. Be certain to review the criteria below prior to adding each entry to your learning log:

1. Log entry responds thoroughly and thoughtfully to assigned prompt.
  2. Log entry makes specific and appropriate reference to the assigned reading.
  3. Log entry exhibits thought at appropriate levels of Bloom's cognitive taxonomy.
  4. Log entry is fluent, clear, and attempts to follow the conventions of so-called standard written English.
  5. Log entry supports the development of curriculum and instruction practices that foster content-area literacy, authentic student inquiry, student engagement, and student achievement.
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ED 260Z: Reflective Teaching  
Fall 2008

Microteaching Rubric

Key to Rating Scale

- 5 Student work exemplifies this component.
- 4 Student work clearly displays this component.
- 3 Student work displays this component, which could use further clarity or development.
- 2 Student work minimally displays this component, which would benefit from revision.
- 1 Student work does not display this component.

**Part I: The Lesson Plan**

- \_\_\_\_\_ 1. Presents accurate content in support of learning goals/objectives. \*
- \_\_\_\_\_ 2. Includes clear, appropriate objectives that specify what students should know and be able to do.
- \_\_\_\_\_ 3. Engages student learners actively throughout lesson.
- \_\_\_\_\_ 4. Includes ongoing assessment of student learning.
- \_\_\_\_\_ 5. Applies Bloom's cognitive taxonomy.
- \_\_\_\_\_ 6. Makes optimal use of instructional time.

\* Note: Any plan not rated 3 or better in this category must be revised before any credit may be earned.

**Part II: The Reflective Analysis**

- \_\_\_\_\_ 7. Provides a brief summary of the lesson.
- \_\_\_\_\_ 8. Identifies clearly what students should know and be able to do as a result of the lesson.
- \_\_\_\_\_ 9. Analyzes student success in meeting learning objectives.
- \_\_\_\_\_ 10. Identifies teacher practices that enhanced student learning.
- \_\_\_\_\_ 11. Identifies teacher practices that did not enhance student learning.
- \_\_\_\_\_ 12. Articulates how and why the actual lesson followed the intended plan.
- \_\_\_\_\_ 13. Analyzes ways in which lesson deviated from intended plan.
- \_\_\_\_\_ 14. Draws personal conclusions about lesson type, i.e. direct instruction, guided discovery, discussion.
- \_\_\_\_\_ 15. Draws personal conclusions about lesson planning.
- \_\_\_\_\_ 16. Uses and highlights key pedagogical terminology.
- \_\_\_\_\_ 17. Cites specific references to research.
- \_\_\_\_\_ 18. Utilizes primary source material in analysis of teaching, including video clips where appropriate.
- \_\_\_\_\_ 19. Presents analysis in a logical, organized manner.
- \_\_\_\_\_ 20. Adheres to conventions of standard written English.